

capital and labour, and heal the social wounds that are caused by their conflict. In countries where this kindly feeling prevails, strikes leave no great aftermath of bitterness : masters and men can shake hands when their disputes are settled, and bear no malice for the sternness of the fight.

Its effect may be seen in the desire to spread culture amongst the masses. This is a distinctive note of modern times. In ancient days culture was the monopoly of the wealthy : the poor were left in unenlightened ignorance, and the advance of civilization can be measured by nothing more significantly than by the increasing proportion of the population who enjoy its amenities. In England, for many centuries past, religious and charitable foundations have afforded free education to some children of the poor, during the last forty years the State has undertaken to extend this privilege to all of them. The fruits, it must be confessed, hardly satisfy our hopes. So dispassionate an observer as Mr. Charles Booth writes of the palpable failure to secure the results anticipated,<sup>15</sup> and recently several experts in education have publicly criticized in a tone of keen disappointment the effect of our schools in raising popular intelligence. It is, nevertheless, impossible to deny that their influence is plainly to be discerned in the dress, manners and ideals of

the new generation. Intellectually the harvest may fall short of anticipation : but this may be due to imperfections of method. Education is still under the influence of mediaeval authorities who believed that it was concerned with little more than the acquisition of knowledge and did not perceive that it should be really the introduction to a life of self-improvement. The sons of the richer classes still spend much of their